

Appendix C: Specific Learning Outcomes

Rhythm

Lesson	
TEACHER DEVELOPMENT	
1a–g	Work through this topic to understand rhythm concepts before using the lesson plans in topics 2–6.
1h–i	Summary and teaching points for whole Rhythm section
1j	Questions for learning for whole Rhythm section. As you teach the lesson plans in topics 2–6, try asking your students these questions.
INTRODUCTORY ACTIVITIES	Students will:
2a–2e Whole topic	<ul style="list-style-type: none"> Identify a pulse of beat by moving in time to music Identify meter by moving or playing on the first beat of each bar
GENERAL CLASS ACTIVITIES	Students will:
3a Rhythm call and response	<ul style="list-style-type: none"> Clap rhythmic patterns Respond to changes in rhythmic patterns
3b Name of the game	<ul style="list-style-type: none"> Speak rhythmically in response to meter Play a steady rhythmic pulse
3c Name dance	<ul style="list-style-type: none"> Move in response to meter
3d Rhythm word game call and response	<ul style="list-style-type: none"> Speak rhythmically in response to meter
3e Body percussion 1	<ul style="list-style-type: none"> Create and write symbols to represent body percussion sounds
3f Body percussion 2	<ul style="list-style-type: none"> Compose 4-count or 8-count rhythms using body percussion Notate graphic rhythms
3g Notating rhythm 1	<ul style="list-style-type: none"> Chant a simple rhyme while clapping the beat Perform a chant from a conventionally notated score using Kodály rhythm names
3h–i Notating rhythm 2 & Rhythmic chants and notating rhythm	<ul style="list-style-type: none"> Chant rhythms of different meters Chant a rhythm using Kodály rhythm names
3j Rhythmic grids	<ul style="list-style-type: none"> Read and perform rhythms of different meters
MY MACHINES	Students will:
4a–c Machines 1–2, Create a piece of machine music	<ul style="list-style-type: none"> Talk about the ways in which different machines work Create a machine using using their bodies, using sound to illustrate movement Talk about the machines sounds made by other students <p><i>SPECIALIST MODE:</i></p> <ul style="list-style-type: none"> Identify meter Notate music in graphic or conventional notation

Lesson	
TREASURE ISLAND	Students will:
5a–5b Treasure Island themes	<ul style="list-style-type: none"> • Compose and perform a piece of music which portrays the concept of ‘treasure’ • Explore a theme and compose a short piece of music based on that theme <p><i>SPECIALIST MODE:</i></p> <ul style="list-style-type: none"> • Notate music using graphic or conventional notation
5c Explorers’ ostinato	<ul style="list-style-type: none"> • Compose a rhythmic ostinato in response to the concept of ‘explorers moving’
5d Further exploration	<ul style="list-style-type: none"> • Talk about how a musical idea could be changed or modified
5e Group composition project	<ul style="list-style-type: none"> • Modify or change musical ideas in response to different contexts • Compose rhythmic music in response to themes and contexts
5f Putting it all together	<ul style="list-style-type: none"> • Compose rhythmic music in response to themes and contexts • Modify musical ideas in response to different contexts <p><i>SPECIALIST MODE:</i></p> <ul style="list-style-type: none"> • Notate music using graphic or conventional notation
DINOSAURS	Students will:
6a Dinosaur names	<ul style="list-style-type: none"> • Explore the dinosaur theme
6b Moving as a dinosaur	<ul style="list-style-type: none"> • Move in character as different kinds of dinosaurs
6c Portraying a dinosaur	<ul style="list-style-type: none"> • Choose tone colors in response to a context
6d-e Hatching 1 & 2	<ul style="list-style-type: none"> • Compose an ostinato and a tapping rhythm in response to illustrations • Combine musical ideas in response to the illustrations • Perform the composition <p><i>SPECIALIST MODE:</i></p> <ul style="list-style-type: none"> • Create and notate a score using graphic or conventional notation
6f Dinosaur word rhythms 1	<ul style="list-style-type: none"> • Chant words rhythmically • Identify rhythmic patterns • Perform rhythmic patterns based on words
6g Dinosaur word rhythms 2	<p><i>SPECIALIST MODE:</i></p> <ul style="list-style-type: none"> • Notate dinosaur name rhythms • Create a vocal, rhythmic ostinato using dinosaur names • Create a rhythmic pattern using vocal sounds • Layer and combine musical ideas in response to a context
6h Group composition project	<ul style="list-style-type: none"> • Perform the dinosaur composition • Notate rhythmic patterns

Pitch

Lesson	
TEACHER DEVELOPMENT	
7a–m	Work through this topic to understand pitch concepts before using the lesson plans in topics 8–12.
7n	Summary and teaching points for whole Pitch section
7o	Questions for learning for whole Pitch section. As you teach the lesson plans in topics 8–12, try asking your students these questions.
INTRODUCTORY ACTIVITIES	
	Students will:
8a Responding to a contour	<ul style="list-style-type: none"> • Move and hum in response to a melodic contour
8b Moving to a shape	<ul style="list-style-type: none"> • Move in response to the words 'high' and 'low' • Create a dance based on a visual idea • Respond vocally to a visual idea
8c Creating a melody	<ul style="list-style-type: none"> • Compose pentatonic melodies based on a visual idea • Perform a pentatonic melody or ostinato
GENERAL CLASS ACTIVITIES	
	Students will:
9a Question and answer melodies	<ul style="list-style-type: none"> • Play the notes of the C pentatonic scale • Improvise on the notes G and E in response to a melodic question
9b Improvising with an ostinato	<ul style="list-style-type: none"> • Play pentatonic ostinati • Improvise on two or more notes of a pentatonic scale
9c Pentatonic motif birthday game	<ul style="list-style-type: none"> • Generate a melodic motif based on birthday dates • Play their birthday motif • Listen to and talk about melodic motifs
9d More birthday motif ideas	<ul style="list-style-type: none"> • Notate a melodic motif • Explore the ways in which melodic ideas can be altered
9e Blues improvisation	<p><i>SPECIALIST MODE:</i></p> <ul style="list-style-type: none"> • Play the notes of the G blues scale • Improvise on the G blues scale • Notate melodic motifs
NAMES & NUMBERS	
	Students will:
10a–10b A name game & My address, my phone	<ul style="list-style-type: none"> • Generate a melody based on names • Play the same melody • Listen to and talk about melodies • Notate or make a record of a melody
10c Refining melodic ideas	<ul style="list-style-type: none"> • Refine melodic ideas • Experiment with combining melodic ideas
10d What next?	<ul style="list-style-type: none"> • Create musical self-portraits based on name-generated melodic ideas
MAGIC	
	Students will:
11a Moving magic	<ul style="list-style-type: none"> • Move imaginatively in response to different scenarios • Draw a line that describes a movement

Lesson	
11b A magic spell	<ul style="list-style-type: none"> • Create a drawing in response to movement • Compose the words to a magic spell
11c Composing a magic melody	<ul style="list-style-type: none"> • Experiment with playing melodic shapes • Set words to music • Sing a melody • Create an accompaniment to a melody
THE LAND	Students will:
12a Landscapes	<ul style="list-style-type: none"> • Play melodic instruments in response to a visual contour • Talk about melodic contours
12b Creating a melodic line	<ul style="list-style-type: none"> • Choose words and phrases to describe a visual image • Compose a pentatonic melody in response to a contour
12c Responding to a landscape	<ul style="list-style-type: none"> • Draw contours in response to landscapes
12d A landscape composition	<ul style="list-style-type: none"> • Compose a pentatonic melody • Compose an ostinato and drone accompaniment • Create a graphic score • Perform the completed composition

Dynamics & Tempo

Lesson	
TEACHER DEVELOPMENT	
13a–d	Work through this topic to understand dynamic and tempo concepts before using the lesson plans in topics 14–18.
13e	Summary and teaching points for whole Dynamics & Tempo section
13f	Questions for learning for whole Dynamics & Tempo section. As you teach the lesson plans in topics 14–18, try asking your students these questions.
INTRODUCTORY ACTIVITIES	Students will:
14a Exploring dynamics and tempo	<ul style="list-style-type: none"> • Move in response to changes in dynamics and tempo • Talk about changes in dynamics and tempo • Explore changes in dynamics and tempo by playing instruments
14b Responding to tempo words	<ul style="list-style-type: none"> • List words which describe speed • Compose a short piece of music in response to words • Define and describe tempo
14c Responding to dynamic symbols	<ul style="list-style-type: none"> • Recognize dynamic symbols • Play appropriately in response to a dynamic symbol
GENERAL CLASS ACTIVITIES	Students will:
15a Dynamic grids	<ul style="list-style-type: none"> • Play appropriately in response to a dynamic symbol • Discuss changes in dynamics
15b Dramatic tempo	<ul style="list-style-type: none"> • Act or mime a scenario based on tempo • Collaborate with other students to compose a soundtrack • Perform the soundtrack to the scenario
MY SCHOOL	Students will:
16a The sounds of my school	<ul style="list-style-type: none"> • List environmental sounds • Assign appropriate dynamic symbols to environmental sounds • Mime a scene showing dynamic levels
16b Ssssh!	<ul style="list-style-type: none"> • Choose instruments which have low dynamics levels • Compose a piece which demonstrates low dynamic levels
16c The speed of my school	<ul style="list-style-type: none"> • Mime an everyday event • Perform this event in fast, slow and real time • Compose an instrumental piece reflecting tempo changes
SPACE	Students will:
17a We have lift off!	<ul style="list-style-type: none"> • Mime a scenario • Write a description of a scenario • Assign dynamic indications to a scenario
17b Space music dynamics, tempo and tone color	<ul style="list-style-type: none"> • List words which describe speed • Create music to describe the scenarios
17c Planet and star music	<ul style="list-style-type: none"> • Appraise music in context to a scenario • Describe music to fit a scenario • Compose music to fit a scenario

Lesson	
17d Space music starters	<ul style="list-style-type: none"> • Compose a piece of music based on selected criteria • Perform the composition
WILD ANIMALS	Students will:
18a Grrrr! Howl! Splash!	<ul style="list-style-type: none"> • Discuss wild animals • Describe a chosen wild animal • Choose appropriate tone colors, dynamics and tempo indications
18b Predators	<ul style="list-style-type: none"> • Move to a drum beat in character • Discuss the way in which predators move • Play instruments in response to movement
18c Whale song	<ul style="list-style-type: none"> • Respond to a recording by drawing a representation of the sounds • Discuss a recording using musical terms • Use graphic notation to represent sounds

Texture

Lesson	
TEACHER DEVELOPMENT	
19a–f	Work through this topic to understand texture concepts before using the lesson plans in topics 20–24.
19g	Summary and teaching points for whole Texture section
19h	Questions for learning for whole Texture section. As you teach the lesson plans in topics 20–24, try asking your students these questions.
INTRODUCTORY ACTIVITIES	
Students will:	
20a Texture words	<ul style="list-style-type: none"> • Explore the concept of texture • List words which describe texture
20b Responding to texture words	<ul style="list-style-type: none"> • Create a drawing based on two contrasting words which describe texture • Compose a piece of music which reflects the ideas in the drawing • Perform the composition
20c A rhythmic canon	<ul style="list-style-type: none"> • Clap a rhythm in time to the beat • Clap a rhythm independently in a two- or three-part canon • Draw an appropriate representation of the texture of a canon
GENERAL CLASS ACTIVITIES	
Students will:	
21a Thickening a pentatonic melodic texture	<ul style="list-style-type: none"> • Compose and notate a pentatonic melody • Choose appropriate tone colors • Compose a rhythmic ostinato accompaniment • Compose a melodic drone accompaniment to a melody
21b Using contrast and repetition to create textural variation	<ul style="list-style-type: none"> • Record or notate a composition
MY PETS	
Students will:	
22a My pets	<ul style="list-style-type: none"> • Discuss the textures of a range of pets • List texture words • Choose texture words to describe music
22b Pet textures	<ul style="list-style-type: none"> • Compose a musical phrase in response to a context • Listen critically
22c Where to next?	<ul style="list-style-type: none"> • Combine earlier ideas to create a longer composition • Listen critically
UNDERGROUND	
Students will:	
23a A place underground 1	<ul style="list-style-type: none"> • Move imaginatively in response to different scenarios
23b A place underground 2	<ul style="list-style-type: none"> • Discuss the features, including textures, of a place or scenario
23c Responding to texture	<ul style="list-style-type: none"> • Play instruments experimentally • Discuss musical texture • Make a record of musical ideas • Compose music in response to a place or scenario

Lesson	
23d Myths and legends	<ul style="list-style-type: none"> • Compose music in response to a place or scenario
BIRDS	Students will:
24a What kind of bird is that?	<ul style="list-style-type: none"> • Research and describe bird types and movement • Listen to music inspired by birdsong
24b-d Responding to texture, Flight patterns, A polyphonic group composition	<ul style="list-style-type: none"> • Discuss the research about birds • Share musical ideas • Teach a melody to others • Experiment with lines of sound by playing them together • Compose music in response to a context • Present musical ideas

Form

Lesson	
TEACHER DEVELOPMENT	
25a–e	Work through this topic to understand form concepts before using the lesson plans in topics 26–29.
25f	Summary and teaching points for whole Form section
25g	Questions for learning for whole Form section. As you teach the lesson plans in topics 26–29, try asking your students these questions.
INTRODUCTORY ACTIVITIES	Students will:
26a Creating a pattern	<ul style="list-style-type: none"> • Talk about patterns
26b Responding to a pattern	<ul style="list-style-type: none"> • Compose a piece of music with a form which corresponds to a visual design • Perform the composition
26c Moving to a pattern	<ul style="list-style-type: none"> • Discuss the contrast between two shapes • Move in response to contrasting shapes • Listen for musical form and indicate where new sections begin
26d Putting it all together	<ul style="list-style-type: none"> • Create a movement composition with an ABA structure • Create a movement composition with an original structure
GENERAL CLASS ACTIVITIES	Students will:
27a Responding to a series of shapes	<ul style="list-style-type: none"> • Discuss a visual shape in terms of musical structure • Use a chosen shape as the basis for a composition
27b Group composition project	<ul style="list-style-type: none"> • Create a design that will form the basis of a composition • Compose a piece of music in response to a drawn design • Perform the composition
27c Listening and moving to a popular song structure	<ul style="list-style-type: none"> • Move in response to the structure of a popular song • Draw a representation of the structure of a popular song • Analyze and represent the form of a chosen song <p><i>SPECIALIST MODE:</i></p> <ul style="list-style-type: none"> • Compose a song
27d Blues	<ul style="list-style-type: none"> • Learn about the Blues • Learn about and listen to the basic Blues chord progression • Play the Blues with instruments • Guide each other in playing the Blues
27e–f Chord composition 1 & 2	<ul style="list-style-type: none"> • Play the chords of D major and E minor • Compose music based on repetition and two chords, in ABA form • Perform the composition • Evaluate and refine musical ideas
WHO AM I?	Students will:
28a–b My favorite music & Important music	<ul style="list-style-type: none"> • Discuss their favorite or most memorable pieces of music
28c My songs	<ul style="list-style-type: none"> • Teach a song to a classmate • Present a musical time-line

Lesson	
28d My favorite things	<ul style="list-style-type: none"> • Observe and report on the features of another person • Draw a self-portrait • List words which describe themselves
28e What's inside?	<ul style="list-style-type: none"> • List words which describe their qualities • Compose a musical self-portrait • Talk about the musical choices they have made <p><i>SPECIALIST MODE:</i></p> <ul style="list-style-type: none"> • Compose a musical collage as a self-portrait using MIDI files and loops
28f Writing about me	<ul style="list-style-type: none"> • Compose an ostinato that reflects the meaning of a specific word • Teach the ostinato to a partner • Create a chant to an ostinato accompaniment • Generate two melodic phrases • Compose a short, structured piece in ABA form, based on two melodic phrases
28g My Blues	<ul style="list-style-type: none"> • Write their own Blues • Perform original Blues using the backing track
MAGIC CARPET	Students will:
29a Magic carpet ride 1	<ul style="list-style-type: none"> • Imagine the idea of a magic carpet in terms of visual appearance, design and texture • Imagine the movement and experience of a magic carpet ride
29b Magic carpet ride 2	<ul style="list-style-type: none"> • Draw a life-sized carpet
29c Magic carpet ride 3	<ul style="list-style-type: none"> • Compose a piece of music or play instruments in response to a drawn design • Perform the composition
29d Magic carpet ride 4	<ul style="list-style-type: none"> • Discuss the imaginary magic carpet ride • Sketch a representation of the carpet ride • Compose a piece of music based on the sketch
29e–f Magic carpet ride 5 & 6	<ul style="list-style-type: none"> • Discuss musical ideas and the creative choices that are made • Perform the composition • Evaluate and refine musical ideas • Create a graphic score
ROCKS AND STONES	Students will:
30a Rock music	<ul style="list-style-type: none"> • Categorize the sounds made by stones • Play the stones in response to a conductor • Conduct the class
30b Stone sounds composition project	<ul style="list-style-type: none"> • Create a simple structure based on high, medium and low sounds • Compose a structured piece showing repetition and contrast • Create a graphic score • Talk about the intentions represented in the graphic score • Perform the composition
30c Earth music	<ul style="list-style-type: none"> • Discuss natural earth formations • List words about the earth • Compose an ostinato based on words and phrases • Create an accompaniment using stones • Compose a melodic chant

Tone Color

Lesson	
TEACHER DEVELOPMENT	
31a–f	Work through this topic to understand tone color concepts before using the lesson plans in topics 32–36.
31g	Summary and teaching points for whole Tone Color section
31h	Questions for learning for whole Tone Color section. As you teach the lesson plans in topics 32–36, try asking your students these questions.
INTRODUCTORY ACTIVITIES	Students will:
32a The concept of tone color 1	<ul style="list-style-type: none"> • Identify the sounds of different instruments • List words which describe tone color • Describe changes in tone color
32b The concept of tone color 2	<ul style="list-style-type: none"> • Describe changes in tone color • Choose colors to match the sounds of different instruments
32c Tone color in the classroom	<ul style="list-style-type: none"> • Categorize classroom instruments • Describe tone color • Write descriptions of categorized tone colors
32d Classification	<ul style="list-style-type: none"> • Categorize musical instruments
GENERAL CLASS ACTIVITIES	Students will:
33a Moody music 1	<ul style="list-style-type: none"> • List different kinds of moods • Select colors and associate them with different moods • Talk about the differing moods associated with tone colors
33b Moody music 2	<ul style="list-style-type: none"> • Explore instrumental tone colors • Describe instrumental tone color • Compose a piece of music based on three mood words and contrasting tone colors
NAMES & NUMBERS	Students will:
34a Sounds around me	<ul style="list-style-type: none"> • List sounds from the environment • Discuss environmental sounds • Describe environmental sounds
34b Class composition	<ul style="list-style-type: none"> • Discuss environmental sounds • Select environmental sounds • Create symbols to represent sounds • Create a class composition using environmental sounds • Perform the composition
34c Vocal composition	<ul style="list-style-type: none"> • Compose a vocal piece using specific criteria
WATER	Students will:
35a Water sound colors	<ul style="list-style-type: none"> • List appropriate words while listening to music • List words related to water

Lesson	
35b Water words	<ul style="list-style-type: none"> • Select tone colors to describe words related to water • Compose a piece of music based on water • Perform the composition
35c Responding to water words	<ul style="list-style-type: none"> • Select tone colors to describe words related to water • Compose a piece of music based on water • Perform the composition
35d-f Underwater world 1 & 2, Group composition project	<ul style="list-style-type: none"> • Compose musical themes • Choose appropriate tone colors • Combine themes to create a composition <p><i>SPECIALIST MODE:</i></p> <ul style="list-style-type: none"> • <i>Mime a scene</i> • <i>Compose and notate musical themes</i>
35g Individual composition project	<p><i>SPECIALIST MODE:</i></p> <ul style="list-style-type: none"> • <i>Compose and notate musical themes</i> • <i>Choose appropriate tone colors</i> • <i>Combine themes to create a composition</i>
WEATHER	Students will:
36a The weather	<ul style="list-style-type: none"> • Make sounds in response to visual images • List words related to the weather • Discuss the feelings associated with an image • Create sounds to express feelings • Evaluate and refine the sounds
36b The sounds of summer 1	<ul style="list-style-type: none"> • List words associated with the sounds of summer • Classify the sounds • Create a symbol for each sound • Experiment with and choose appropriate tone colors
36c The sounds of summer 2	<ul style="list-style-type: none"> • Compose a piece of music based upon the sounds of summer • Create a graphic score • Perform the composition